

4th Grade History

National Standards for History:

Grade K-4: Topic 2-Standard 3

National Standards for Social Studies:

Standards 3,6,7

National Standards for Language Arts:

Standards 1,4,5,6,8

North Carolina State Standards

Social Studies (2006): Grade 4 – Goal 3:

Language Arts (2004): Grade 4 – Goal 2, 3, 4

Pirates of North Carolina

National Park Service

Cape Hatteras National Seashore



Pirate Flag of Stede Bonnet, (North Carolina History Projects)

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Pirates of North Carolina:

Overview

Description:

The Learner will be able to:

- Identify pirates who plagued the North Carolina coast during colonial times
- Integrate reading, writing, and social studies concepts
- Apply comprehension strategies critically, creatively, and strategically
- Use media and technological resources for research and as tools for learning
- Research a pirate chosen from the list identified and collect specific information about the pirate
- Present to the class a history of the pirate's life, including but not limited to, defining activities for which they are most noted
- Communicate effectively with different audiences through spoken, written, and visual formats

Group Size: 10-36

Time: Seven class periods of 30 minutes each

(one day to introduce assignment, three days to collect necessary information, and two or three days to allow for individual presentations according to class size)

Location: Classroom

Overview

This lesson is designed to expose students to pirates, who plagued the coast of North Carolina, during the time of colonization, as well as to develop research skills in technology and write a research report. They will use a variety of strategies and writing process elements in the composing of their report. It will allow students to integrate research of social studies/history of the colonial era with technology, reading, and writing.

Materials for students

- Pictures of several pirates who plagued the coast of the Carolinas to use as examples
- Any props such as an eye patch, a red bandana, gold earring hoop, fake gold, coins, and jewelry will help. A white blouse, cut off shaggy jeans with a rope to tie them up, or possibly even a small "treasure chest" can also help motivate the students
- A list of websites available to the students to do their own research
- A list of pirates from which to choose
- An outline of your liking to assist students in gathering the data
- Opportunity for every student to use the internet in a computer lab

Assessment:

Asses the students on the following criteria:

- Check for accurate descriptions
- Interesting facts
- A conclusion in oral presentations through peer or teacher assessment

National Standards

History Standards:

<u>Topic 2:</u> The History of the Students' Own State or Region	<u>Standard 3:</u> The People, Events, Problems, and Ideas that Created the History of Their State
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Social Studies Standards:

Theme III: People, Places, and Environment

- Standard F - The student describes physical system changes such as seasons, climate and weather, and the water cycle and identify geographic patterns associated with them.
- Standard J - The student observes and speculates about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.

Theme VI: Power, Authority, and Governance

- Social studies teachers should possess the knowledge, capabilities, and dispositions to organize
- and provide instruction at the appropriate school level for the study of Power, Authority, and
- Governance.

Theme VI: Production, Distribution and Consumption

- Social studies teachers should possess the knowledge, capabilities, and dispositions to organize
- and provide instruction at the appropriate school level for the study of how people organize for the
- Production, Distribution, and Consumption of goods and services.

Language Arts Standards:

1: Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

4: Students adjust their use of spoken, written, and visual language (e.g., conventions,

style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

8 Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

North Carolina State Standards

Social Studies (2006): Grade 4 – Goal 3: The learner will trace the history of colonization in North Carolina and evaluate the significance pirates had on the people and their ideas.

Language Arts (2004): Grade 4 – Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed. Goal 3: The learner will make connections through the use of oral language, written language, and media technology. Goal 4: The learner will apply strategies and skills to create oral, written language, and media and technology.

Activities

- 1.) Introduce Blackbeard by telling some stories as suggested here, or tell about any pirate you wish. The websites listed in the references give lots of information, as well as any of the books.



Blackbeard, (Glenn Eure, Glenn Eure's Ghost Fleet Gallery, Nags Head, NC)

BLACKBEARD: Ocracoke's Most Famous Visitor

Edward Teach, the infamous Blackbeard, served England gallantly as a privateer in Queen Anne's War. English naval forces were often assisted by pirate ship crewmen. These privateers were paid to plunder rival merchant vessels. After the war ended in 1713, many privateers turned to piracy including Teach. His energetic career began in the Caribbean with pirate Benjamin Hornigold. Blackbeard set off on his own in 1717 when Hornigold rewarded them with a ship they had hijacked. Renaming the ship Queen Anne's Revenge, he outfitted her for pirating, including 300 men and 40 cannons. Blackbeard sailed the Caribbean and the Atlantic along coastal waters of American colonies, torturing merchant ship crewmembers and passengers, stealing valuable cargo and leaving destruction in their wake.

In the battle, Blackbeard was a savage butcher with almost inhuman strength. He intimidated foes by wrapping slow-burning lighted coils in his long black hair and beard. Wearing two gun belts across his chest and carrying six pistols into battle, he was an unforgettable enemy. Feared by everyone sailing the seas,

including his peers, he was without conscience. “Kin to the devil,” he showed no mercy as he stole from and often murdered those unfortunate enough to cross his path. Piracy was as much a state of mind as an occupation.

Pirates built their reputations with actions and symbolic gestures. Flags were an important part of creating the total pirate image. Blackbeard’s flag, depicting a heart dripping blood while a skeleton held an hourglass and spear, was designed to strike fear in the hearts of victims. Outlandish names like “Blackbeard” were as important as the manner of dress. Despite the giant-sized legend his life and times provoked, the golden age of Blackbeard was short-lived and ended in waters near Ocracoke.

Piracy was prevalent in North Carolina since the Colonial Governor, Charles Eden, had been bribed by Blackbeard to ignore the criminal activities. With commercial ships using Ocracoke Inlet to access inland ports, Blackbeard and several other pirates found the coastal waterway ripe for easy pickings. Though pirates anchored in the deep inlet channels and came ashore occasionally on the southern tip of Ocracoke Island, there is no evidence that they built homes or buried treasure here.

- 2.) Established assigned task: pick out the pirate the student wishes to research and begin using the web and books to gather information. Organize information on note cards or complete the outline on paper; whichever source to be used should be available from teacher.
- 3.) Allow at least three days for all materials and facts to be gathered and organized. This time would be used to conference with each student. Encourage student where the information in their notes is weak and help those who cannot find what they need. Descriptions should be specific from the story and they should emphasize the importance of accurate characteristics and how they may be creatively stated.
- 4.) Encourage student to give the listener a visual description using their words.
- 5.) Allow at least three days for the drafting of a written form of the research report about their pirate. Once again lots of conferencing will be needed with the writers; teacher is to set a goal of what day and time the final copy needs to be turned in.
- 6.) Begin discussion of how the presentation could be given. Suggestions...Dressing up as the pirate you have written about and tell us the story, draw a “WANTED” poster of the pirate they have chosen and elaborate verbally with interesting facts or more information, create a poster displaying the important or interesting facts about the pirate and be prepared to talk about what you wrote. Posters should be at least 11” by 18” and may be up to a full poster size.

- 7.) Teacher is to set a goal of what day and time the presentations need to be complete.
- 8.) Allow 2 to 3 classes for the presentations to be given, depending on the size of your class.

Supplemental Information

- 1) List of pirates
- 2) Student worksheet for taking notes during research and for teacher information only
- 3) The continuation of Blackbeard's story

Possible list of Pirates who threatened the Eastern Seaboard

It is suggested that the teacher allow more than one student to do the prominent pirates, taking into consideration that there will be a lot more information on Blackbeard than on Richard Worley simply because less is known about the latter.

- Blackbeard/Edward Teach
- Stede Bonnet
- Calico Jack Rackham
- Anne Bonny
- Mat Read
- John Redfield
- Benjamin Hornigold
- Captain Charles Bellamy
- Charles Vane
- Richard Worley
- Captain Edward Low
- Samuel Bellamy
- William Fly
- Captain George Lowther
- Bartholomew Roberts

Research: Pirates

Questions to answer:

1. What is the real name of your pirate?

2. Does he/she have a pirate name? If so, what is it?

3. What was he/she famous for?

4. What crimes did the pirate commit?

5. Did he/she commit these crimes in any special way? If so, then how?

6. Where did he/she sail?

7. How many ships did he/she have?

Finally:

On the back, write 5 new facts about your pirate.

Ocracoke's Most Famous Visitor (continued)

FYI.....

*This part I **would not** share with the class..... Let them find it out in their research and report it back to you.*

After tolerating Blackbeard's terrorism for eighteen months, North Carolina residents and shipping merchants prevailed upon Governor Spotswood of Virginia for help. Acting with the utmost secrecy, he arranged for ships and men to battle Blackbeard and strike a blow against piracy for all time. Knowing that the lure of piracy might turn his men's heads, Spotswood offered a bonus to his crewmen for the death of Blackbeard and his band of cutthroats.

Royal Navy Lieutenant Robert Maynard was chosen to battle Blackbeard. Cautiously heading down the coast, he hoped to catch the pirate unaware, but when Maynard entered Ocracoke Inlet, Blackbeard was already there preparing his ship *Adventure* for battle.

On November 22, 1718, the heated battle took place. Maynard's two ships, *Jane* and *Ranger*, were both fired upon by Blackbeard. *Ranger* was badly damaged and several of Maynard's crew died instantly. When *Jane* was hit, Maynard instructed his crewmen to go below and the entire ship took the illusion of death. In the smoke and fire of the battle, Blackbeard was fooled into leading a charge onto Maynard's vessel. Maynard and his men surprised the pirates and proceeded to cut them down one by one.

After suffering twenty-five stab wounds and five bullets from the vicious battle, Blackbeard died. His head was taken, and like a trophy, hung on the *Ranger's* bowsprit. His body was tossed overboard. Legend holds that the body swam several times around the ship before finally sinking from sight in the channel now known as Teach's Hole.

Supplementary Resources

1. Pirates of the Southern Coast; Sandra MacLean Clunies and Bruce Roberts; Lighthouse Publications; 2002
2. The Pirates of the Colonial North Carolina; Hugh F. Rankin; North Carolina Division of Archives and History; 1997
3. Pirates of the Carolinas; Terrance Zepke; Pineapple Press, Inc.; 2008
4. Pirates! Raiders of the High Seas; Christopher Maynard; DK Publishing, Inc.; 1998
5. www.nps.gov/caha/historyculture/blackbeard.htm; Ocracoke's Most Famous Visitor; September, 2008.
6. www.piratesinfo.com
7. www.beej.us/pirates/
8. www.en.wikipedis.org/wiki/piracy
9. www.piratehaven.org
10. www.nationalgeographic.com/features/97/pirates/html/bbeard.html
11. www.ocracoke-nc.com/blackbeard/